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ABSTRACT

A bilingual Title I program conducted for 251 Yiddish speaking students in grades 1-8 is evaluated in this report. The objectives of the program, which operated in six Yeshivas in Brooklyn, New York's District 20, are outlined. Staffing instructional patterns, student eligibility and participation, and student achievement evaluation procedures are described. A statistically significant improvement in language achievement is reported for all eight grades, although greatest gains are shown to have occurred among students in the lower grades. This is attributed to the more frequent instruction (minimum three days per week) provided to these students. Also commented upon in the report are the quality of instructional services provided by the bilingual teachers and paraprofessionals, the provision of inservice staff training, and the public availability of information regarding the Title I bilingual program. Based upon the evaluation, it is recommended that this program be recycled. Also presented is a series of recommendations regarding administrative procedures, evaluation instruments employed, the coordination of the bilingual program with other Title I services, and frequency of instruction. (GC)

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FINAL EVALUATION REPORT

1978-79

COMMUNITY SCHOOL DISTRICT 20K

NON PUBLIC SCHOOL BILINGUAL PROGRAM

TITLE I - 5071-91626

DR. ELIZABETH KOSKY- CONSULTANT EVALUATOR

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PROJECT DESCRIPTION

Introduction

The 1978-1979 Non Public School Bilingual Program, No. 5071-91626 (Title I ESEA - District 20) was in operation in six Yeshivas within the school district. Schools included in the program were Be'er Shmuel, Solomon Kluger, Beth Hillel, Rabbinical Seminary, Machzikei Hadas and Bnos Zion. The program was in operation from December through June, four days a week (Monday, Tuesday, Wednesday, Thursday) from 3:00 p.m. to 6:00 p.m. The exception to this was Bnos Zion which operated from 1:00 p.m. to 4:00 p.m., Monday through Thursday. Most children were seen four times a week. The others received instruction two or three days per week. The program served a population of 251 students in the first through eighth grades.

Program Description

The Non Public Bilingual Program was designed to improve the reading skills of bilingual students identified as being in need of services in first through ninth grades. The program sought to:

Develop skills in English and Reading.
Develop listening and speaking skills.
Increase oral vocabulary and other requisite skills in reading.

The bilingual teachers worked with students whose test scores indicated that they did not meet minimum competency in the skills necessary for reading. These students evidenced a lack of English language development which interfered with effective learning in

the area of reading. Small group and individualized instruction was provided outside the regular classroom. These classes provided intensive language experiences in order to develop knowledge of spoken and written English. Teachers in this program worked closely with the classroom teachers and coordinated their instruction. Good communication was reported between principal, classroom teachers and bilingual teachers. Bilingual teachers and administrators indicated adequate communication with parents. Most schools held Title I or P.T.A. meetings in the evening which were attended by the bilingual teachers. When necessary individual conferences were arranged with parents.

On site observations and interviews revealed a variety of approaches and methods being employed for reading. These appeared to be dependent on the approach of the classroom teachers as well as the grade level. Bilingual teachers planned lessons to reinforce and supplement the work within the regular classroom. Instruction was geared to the level and needs of students. Therefore, some groups stressed phonics, others oral language, vocabulary development and for comprehension skills. Some commercial materials were utilized, however most teachers relied upon teacher made materials. A frequent complaint voiced was the lack of commercial materials available and suitable for this population.

Staffing

This program was designed to develop skills in English and requisite skills for reading. Eight teachers and three para

professionals were employed to implement the program.

The number of teachers and paraprofessionals by school are presented in the table.

Table 1

Staffing

School	No. Teachers	No. Paras
Bnos Zion	1	0
Be'er Shmuel	1	1
Solomon Kluger	1	0
Beth Hillel	2	2
Rabbinical Seminary	2	0
Machzikei Hadas	1	0
Total	8	3

The duties of the bilingual teacher included:

1. Small group and/or individualized instruction in the prescribed manner set forth by N.Y.C. Board of Education in mastery of the English Language.
2. Administration and scoring of pre and post tests.
3. Accurate record keeping.
4. Screening of children for the program.
5. Attending staff conferences and training sessions.
6. Meeting with parents, classroom teachers and administrators.
7. Preparing teacher made materials.

8. Working in conjunction with a paraprofessional where appropriate.

Most of the teachers employed in this program are New York City public school teachers who are presently employed full time by the Board of Education. The majority of these teachers have been employed in the N.P.S. Bilingual Program for several years. This has provided good continuity and facilitated communication with classroom teachers, administrators and parents. Teacher fulfilled their duties as prescribed in proposal.

Three paraprofessionals were employed. They worked cooperatively with the bilingual teacher. The duties of the paraprofessionals included:

1. Assisting the bilingual teacher in developing improved attitudes and specified skills.
2. Assisting with various routines, and procedures.
3. Working with small group or individual children under the direction of the bilingual teacher.

Teachers who were assigned paraprofessionals indicated satisfaction with their performance. Since they were drawn from the community they served as an important link to parents and teachers. The bilingual teachers felt that the paraprofessionals allowed for more individualization of instruction. They were viewed as an asset to the program in the schools where they were located.

Student Population

Eligibility for the program was limited to students who lived within the Title I residence area. Students were selected for the

N.P.S. Bilingual Program on the basis of test scores which indicated less than minimum competency in the skills necessary for reading and whose knowledge of spoken and written English interfered with effective learning. These students spoke Yiddish at home. Communication with peers i likewise in Yiddish. Their religious studies were also conducted in Yiddish and/or Hebrew. Often, the only time these students were exposed to the English language was during their secular studies and in the bilingual program. Therefore, this program fulfills an important need for this population.

The number of students serviced in the program is seen in Table 2.

Table 2

Number of Students Within the N.P.S. Bilingual Program by School

School	No. Students
Bnos Zion	27
Be'er Shmuel	50
Solomon Kluger	22
Beth Hillel	79
Rabbinical Seminary	48
Machzikei Hadas	25
Total Number of Students	251

The following table presents the number of students within the

program by school and grade.

Table 3

School	Grades 1	2	3	4	5	6	7	8
Bnos Zion	16	5	5	1				
Be'er Shmuel		9	11		12	10	8	
Solomon Kluger	18		1		1	1		1
Beth Hillel	10	10	10	9	10	10	13	7
Rabbinical Seminary		23	21	4				
Machzikei Hadas			6	5	7	6		
Total by grade	44	47		19			21	8

The greatest number of children served is within the first three grades. The least is within the eighth grade.

OBJECTIVES, SUBJECTS, MATERIALS

Procedures, Findings

Achievement Objective 1 - It was anticipated that there would be a statistically significant improvement in language ability as measured at the 105 level.

Subjects - The sample consisted of 251 students drawn from six Yeshivas, who received instruction in the N.P.S. Bilingual Program.

Materials - The New York City Language Assessment Battery Level's I, II, III.

Procedures - In December, students were pretested with the appropriate level of the Lab Test to determine eligibility for the program. Students who did not meet minimum competency were identified and grouped for instruction. Each bilingual teacher worked individually or with small groups of students outside the regular classroom for approximately 40-45 minutes per period. Most students were seen four times a week. Others for two or three sessions per week. Instruction emphasized requisite skills in reading, in order to facilitate achievement in the English language. Rosters of participating students, test data, records, attendance and folder containing pertinent data were maintained. Students were post tested with the appropriate level of the Lab Test in May 1979.

Findings - The LAB Test scores were analyzed by grade level and number of days in the program. Table 4 reveals: Number Tested, Lab Level, Pretest Mean, Raw Score, Pretest Percentile, Post Test Mean Raw Score, Post Test Percentile, Mean Gain and t-Value for Grades one through Eight for the four day program. Results are presented below in Table 4.

Table 4

LAB Test Scores:

Mean Pretest, Mean Post,
Corresponding Percentile Scores,
Mean Gains & t-Values
for N.P.S. Bilingual Program
Grades 1 through 8

Four Day Program

Grade	No. Tested	Lab Level	Pretest Mean Raw Score	Pretest %ile	Post test Mean Raw Score	Post test %ile	Mean Gain	t-Value	
1	18	I	15	1	37	20	19	12.9	***
2	32	I	24	1	29	6	5	14.7	***
3	39	II	48	17	60	26	9	6.14	***
4	9	II	56	12	67	22	10	4.78	**
5	17	II	64	7	71	12	5	4.28	***
6	17	II	75	17	79	22	5	3.71	**
7	8	III	58	15	67	22	7	11.4	***
8	1	III	0	1	69	16	15	Not Applicable	

*** Sig. .001 level
** Sig. .01 level
* Sig. .05 level

Findings - The findings revealed gains in the mean scores at every grade level. This is seen in the column labelled "Mean Gain" which indicates how much the mean post test raw score exceeds the pretest mean raw score. A comparison of the Pre and Post test Percentile scores also indicates percentile gains on the LAB Test at each grade level. The t-value reveals the degree to which the mean gain is statistically significant. A high t-value suggests a significant gain. The last column on Table 4

reveals that all of the t-values were significant. Grades 1, 2, 3, 5 and 7 were significant at .001 level while the level of significance for Grades 4 and 6 were at the .01 level.

The grade, Number Tested, LAB Level, Pretest Mean Raw Score, Pretest Percentile, Post test Mean Raw Score, Post Test Percentile, Mean Gain, t-Value for the three day program are presented in Table 5.

Table 5

LAB Test Scores:

Mean Pretest, Mean Post,
Corresponding Percentile Scores,
Mean Gains & t-Values
for N.P.S. Bilingual Program
Grades 1 through 5
Three Day Program

Grade	No. Tested	Lab Level	Pretest Mean Raw Score	Pretest %ile	Post test Mean Raw Score	Post test %ile	Mean Gain	t-Value	
1	25	I	15	1	23	3	2	7.55	***
2	15	I	21	1	25	2	1	6.55	***
3	15	II	46	15	53	18	3	3.21	**
4	1	II	48	7	66	20	13	Not Appl.	
5	10	II	45	2	47	2	2	5.28	***

*** Sig. .001 level
** Sig. .01 level
* Sig. .05 level

N.B. - no students in grades 6 through 8 were in the 3-day program.

Findings - The results revealed gains in the mean score for grades 1 through 5. A comparison of pre and post test percentile scores also revealed gains for First through Fourth grades. No gain in pre and post test percentile scores were found for grade 5 in the three day program. It should be noted that students in the sixth through eighth grades were not serviced in the three day program. The last column on Table 5 reveals the t-values by grades. It was found that the t-values for grades 1, 2 and 3 were significant at the .001 level. The third grade scores were significant at the .01 level.

Table 6 presents: the grade, Number Tested, LAB Level, Pretest Mean Raw Score, Pretest Percentile, Post Test Mean Raw Score, Post Test Percentile, Mean Gain, and t-Value for the two day program.

Table 6

LAB Test Scores:

Mean Pretest, Mean Post,
Corresponding Percentile Scores,
Mean Gains & t-Values
for N.P.S. Bilingual Program
Grades 4 through 8

Two Day Program

Grade	No. Tested	Lab Level	Pretest Mean Raw Score	Pretest %ile	Post test Mean Raw Score	Post test %ile	Mean Gain	t-Value
4	6	II	42	4	58	12	8	4.96 **
5	0	-	-	-	-	-	-	-
6	9	II	65	5	68	7	2	0.68 Not Si.
7	7	III	39	1	39	1	0	-0.096 Not Si.
8	4	III	38	1	43	1	0	1.02 Not Si.

** Sig. .01 level
* Sig. .05 level

N.B.-No students in grades one through three were in the two day program.

Findings - The findings revealed gains in the mean score for grades 4 and 6. Similiarly, an increase was found in pre and post percentile scores for these grades. No gains were found between pre and post tests either in mean gain or percentile scores for grades 7 and 8. It should be noted that only grades 4, 6, 7 and 8 were included within the two day program. Noteworthy, is the findings that the only significant t-value was for grade 4 which was recorded at the .01 level. No significance was indicated for grades 6, 7 and 8. Therefore, it appears that students should be serviced for a minimum of three

days, since little growth occurred within the two day program. Noteworthy is the fact that the impact was less on the upper grades (6, 7 and 8) as compared to grade 4.

Program Process Objective 2 - It was anticipated that adequate instructional services would be provided by the bilingual teachers and paraprofessionals.

Materials - A N.P.S. Bilingual Interview Form (see Appendix A) and Staff Evaluation and Role Analysis Interview Form (see Appendix B), were devised by the evaluator.

Procedures - Two on-site visitations were made by the evaluator. Administrators and bilingual teachers were interviewed using the two interview forms. Class observations were made in order to ascertain the climate for learning, instructional methods, materials and curriculum experiences. Data from interviews and on-site observations were analyzed and have been presented in the Program Description.

Findings - In summary, the N.P.S. Bilingual Program was conducted according to the guidelines set forth in the proposal. Criticisms made by Principals and Bilingual Teachers centered around the late start of the program. Many of the teachers also complained about the Lab Test and the time it took to individually administer it, thus, lessoning the actual instructional time.

A problem encountered in two schools was limited space. Often teachers moved from one room to another or coordinated their schedules with other Title I personnel. In general, positive attitudes were expressed about the N.P.S. Bilingual Program by administrators and teachers. All agreed that it supplied a vital need for this population.

Program Objective 3 - In-service training will be provided.

Description - Five in-service sessions were planned from September 1978 through May 1979.

Findings - Interviews with the District's Director of Funded Programs, District Coordinator of Bilingual Programs, principals and bilingual teachers were conducted. Since the program was not funded until December, the projected September and October meetings could not be held. In December, staff received orientation which included an overview of program, program goals, objectives, pupil selection and test administration. From January through June the District Director of Funded Programs was available to meet with teachers to discuss implementation of the program. Several administrators conducted on-site staff training sessions. In May, each school was visited in

order to discuss post test administration, program implementation, recommendations for the following year and completion of required forms.

Program Objective 4 - Information will be made available regarding implementation, activities and results of the Title I programs.

Findings - Information was disseminated by meetings, conferences and printed media. The narrative report of 1978-1979 N.P.S. Bilingual Program will be available for dissemination.

RECOMMENDATIONS

Based upon the findings, it is recommended that the Title I - ESEA Bilingual Program No. 5071-91626 be recycled. It is hoped that the following recommendations will be helpful in the implementation of a more effective program next year.

1. Notification of funding at an earlier date to allow for program implementation in September or October.
2. A test other than the New York City Language Assessment Battery be chosen for program evaluation.
3. The N.P.S. Bilingual Program be kept as a pull out program.
4. Workshops be held at the beginning of the program which focus on appropriate materials for this program.
5. Articulation between the Bilingual component and other Title I Services - (Reading & Math) be improved.
6. Students in the program be seen for a minimum of three sessions per week.

APPENDIX A

N.P.S. BILINGUAL PROGRAM INTERVIEW FORM

SCHOOL_____ PRINCIPAL/TEACHER_____

Starting date_____

Number of teachers_____

Number of paras_____

Teachers Certification and/or license-_____

_____

Pre Testing date_____

Pre Test_____ Level_____

How participants were chosen_____

_____

Grade and number of students serviced

Grade 1 ____	Grade 5 ____
Grade 2 ____	Grade 6 ____
Grade 3 ____	Grade 7 ____
Grade 4 ____	Grade 8 ____

Class size_____

Para role _____

_____

_____

Communication with school staff_____

_____

_____

Parent Contact_____

_____

_____

_____

_____

Staff Training

APPENDIX B

STAFF EVALUATION AND ROLE ANALYSIS INTERVIEW FORM

Name_____ Title_____

Describe your duties and responsibilities

What problems have you encountered in the organization or implementation of the program?

Adequacy of physical setting

Adequacy of equipment, books, materials, etc.